

**FACTORS INFLUENCING STUDENTS' PERFORMANCE IN KCSE FRENCH: A
CASE OF SECONDARY SCHOOLS IN LANG'ATA SUB-COUNTY, NAIROBI
COUNTY, KENYA**

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DECLARATION

Declaration by the Student

This research project report is my original work and has not been presented to any other university or institution for any award or degree.

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Date: _____

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L40/7852/2017

Declaration by the Supervisor

This research project report has been submitted to the University with my approval as the University Supervisor.

Signature: _____

Date: _____

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DEDICATION

Dedicated to my family; my husband Stanley Ngache, and our three children Adrian Ngache,
Adele Akoch and Adia Becky.

ACKNOWLEDGEMENT

First, I thank the Almighty God for giving me the strength and courage to complete the study. To him be the glory and honour.

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ABBREVIATIONS AND ACRONYMS

KATF	Kenya Association of Teachers of French
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation.
TLR	Teaching and Learning Resources

ABSTRACT

The study sought to assess the factors that influence the performance Langata sub-county secondary schools' in French KCSE. Specifically, the research aimed to determine the influence of teaching styles; teachers' gender; and availability of teaching and learning resources on students' performance. Composite averages were analyzed using descriptive statistics including frequencies, percentages, means and standard deviations. Tables and graphs were used in the presentation of the data. This study found out that teaching styles influence the performance of students in the French language. The leading styles included discussion in small groups, role play and demonstration. The influence of recitation of script, story-telling and question and answer method are less significant. The study found that teachers' gender does not influence the performance of students in French KSCE with all the gender elements that were studied. The presumption that teachers' sex-role stereotypes directly and indirectly influences students' performance does not necessarily apply. Further findings show that the availability of resources influences the students' performance in the sampled schools. Electronic media to teachers influences students' performance of French KCSE to a very great extent. French rooms, internet, textbook books for the French subject, exercise books were found to significantly influence students' performance. In addition, French materials in the library, computer lab, curriculum catalogues for French subjects and charts for demonstrations do influence the performance by students in French KCSE. The study concluded that some teaching styles like discussion in small groups, role play and demonstration influence students' performance in French KCSE more significantly than others (recitation of script, story-telling and question and answer method). Another conclusion is that teacher's gender does not influence the performance of students in KCSE French. It's therefor an insignificant fact when it comes to the teaching and learning process. Lastly, the availability of teaching resources influences students' performance in French KCSE very significantly. In particular, the use of electronic media by the French teachers influences students' performance of French KCSE to a very great extent. In addition, French rooms, internet, textbook books for the French subject, exercise books significantly influence students' performance. Based on the findings, the study recommended that all teachers of the French language in secondary school should maximully utilize the teaching methods which entail activities and promote discoveries among the students including discussion in small groups, role play and demonstration and many more. The second recommendation is that schools should ensure adequate availability of varying teaching and learning resources like charts, audio-visual materials, real objects and others. Lastly, the schools and other related authorities should promote, embrace and provide new technologies, stock the library with French materials, put up internet-enabled French rooms to promote teaching and learning. This will enhance students' performance significantly.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The goal of language teaching and learning is to avail language knowledge to the individual and the community at large (Mutiga, 2016). In an ideal set up, individuals have available to them all the language exposure they need within the confines of their linguistic borders. Several reasons have been cited as to why individuals learn foreign languages and they comprise of a few motivations. One such motivation is cultural awareness whereby learning a foreign language helps to collapse barriers and subsequently creates intercultural sensitivity and awareness (Halliday, 2007). Indeed, language has the power to foster improved understanding between people of various cultural backgrounds and nationalities. This is because culture is embedded in language and increasing cultural sensitivity is important as the world becomes more of a global village.

One of the most common foreign languages across the world is French whose origin is in France. In Kenya, the French language has risen steadily and is recognized nationally against all odds, ranging from indifferent individual attitudes and biases towards the national languages (English and Kiswahili). The use French has remarkably go up from mid-1990s to the extent of capturing the attention of social-linguists, foreigners, tourists, educationists, writers and others (Chimerah, 2017).

The inclusion of the French language among the subjects studied and taught in secondary schools in Kenya started during the colonial era and became widely taught after independence (Wazome, 2018). The national schools were the first to have the language adopted in their curriculum but later, it spread to the provincials and towards the end of the 20th century, it was available across the district schools. The result was an increase in the number of students learning French and the number of teachers of French in the country (Wazome, 2018).

The 8-4-4 secondary education system has embraced the French curriculum. Since its introduction, the subject continues to be evaluated and revised to remove unnecessary overlaps across subjects and levels. Previously it was a burden to schools' administration and parents because the resources needed and that teachers were inadequately prepared to handle practical part of teaching the French language. Recent statistics from the Kenya National Examination

Council (KNEC) in the years from 2000 to present show that number of students sitting for French in Kenya Certificate of Secondary Education (KCSE) ranges from 2100 to 2500 (KNEC, 2015). These numbers are projected to increase to over 3,000 every with increased private primary schools offering the language. Further statistics from the Kenya Association of Teachers of French (KATF) show that Kenya has over 300 teachers of French including those in the tertiary institutions (KATF, 2015). French subject at secondary schools has been registering low enrolment while the performance in KCSE has not been good. This is despite the effort made by the government with massive support from the French Embassy to promote the teaching and learning of the subject.

1.2 Statement of the Problem

French subject plays a very critical role in Kenya, across the region and internationally as a medium for economic, political, social and technological development. The growing influence of the French language international circles and national development cannot be overemphasized (Adebayo, 2017). In Kenya, the French are ranked among the top tourists that come to visit and may in one way or another need to communicate with the locals. In addition, some of the major investors in Kenya are French speaking. Most importantly, French is now an examinable subject in KCSE and has drawn attention of the Kenyan students who may want to pursue further studies abroad.

Some of the students who sit for the KCSE every year take French as an additional language. As one of the best foreign languages, the students can study with aspirations for further education or employment (Halliday, 2007). Despite the important role of the language, its performance in KCSE is still below expectation. Efforts and resources have been put into the teaching and learning of French to help improve the students' mastery of the French language. However, there are still many challenges facing the performance of the subject in secondary schools as a growing foreign language in Kenya.

Various studies have been undertaken in the past to assess factors influencing performance in national examinations. In Nigeria, Imoh (2012) found that French language teaching is affected by inadequacy of materials, the unsatisfactory acquisition of basic language skills by students and the incompetence of language teachers. In Vihiga County of Kenya, Amugune (2013) reported dismal performance in Christian Religious Education due to inadequate textbooks for learners and reference materials for the instructors. On their part, Yara and Otieno (2010)

concluded that teaching/learning resources affects the students' performance in mathematics. However, no research that has been undertaken to determine the factors influencing students' performance in KCSE French subject in Lang'ata sub-county, Kenya. It is based on this background that this study sought to fill in the knowledge gap and establish the various factors influencing KCSE performance in French subject among secondary schools in Lang'ata Sub County- Kenya.

1.3 Purpose of the Study

The purpose of study was to establish the factors influencing students' performance in KCSE French using a case of secondary schools in Lang'ata Sub-County, Nairobi County, Kenya.

1.4 Objectives of the Study

The research was guided by the following research objectives: -

- i) To determine the influence of teaching styles on Students' performance in KCSE French.
- ii) To establish the influence of gender on students' performance in KCSE French.
- iii) To examine the influence of teaching/learning resources on students' performance in KCSE French.

1.5 Research Questions

The following were the research questions of the study: -

- i) How do teaching styles influence students' performance in KCSE French?
- ii) To what extent does gender influence students' performance in KCSE French?
- iii) How do teaching/learning resources influence students' performance in KCSE French?

1.6 Significance of the Study

This research is useful to several stakeholders in the education sector. It is anticipated that the findings will provide all the stakeholders in education with information of the true status of the French language in secondary schools in Kenya. The key areas are on the available expertise, infrastructural set-up, instructional materials present as well as enrolment of students.

Based on the results and recommendations, secondary schools' administration and management can avail the appropriate teaching and learning resources. Also, the schools are

able to select qualified and experienced teachers and create the necessary environment for effective teaching and learning of French in secondary schools.

Regarding teachers of French, the study results are expected to help them identify the needs of the students learning the language. This will foster new and improved teaching and learning strategies, appropriate resources and materials needed for improved performance.

The study is also be of value to the ministry of education, it's departments and agencies in that they are well guided in the formulation of policy guidelines to facilitate the training of adequate teachers of French. Further, professional development of teachers through in-service programs may also be planned based on the findings and recommendations. This can be in liaison with schools to ensure adequate provision of instructional and infrastructural facilities for learning the subject.

The study findings also contribute new knowledge to the existing body of knowledge on teaching and learning of the French language in Kenya. Future scholars can use this research as a basis for further research in factors influencing students' performance in KCSE French examinations.

1.7 Limitations of the Study

One of the limitations was that not all the teachers in the targeted schools managed to return completed questionnaires. This was attributed to the fact that some of the respondents considered the requested information as confidentiality breach reducing the likelihood of achieving a more decisive research. Another limitation was that of persuading the busy teachers of the targeted schools to share information. Graduate research assistants were recruited, trained and deployed to drop and pick the questionnaires later from the teachers. This allowed the teachers to fill in the tools at their convenience hence increasing the response rate.

1.8 Delimitations of the Study

This study was confined to the secondary schools in Langata sub-county in Nairobi, Kenya. The researcher obtained letters of authority from the university and NACOSTI, for conduction of the research. The researcher also gave confidence to the teachers by affirming that the information provided was only to be used for the research project and not any other purpose.

1.9 Assumptions of the Study

This study was based on several assumptions. Firstly, the study assumed that all factors not included in the study, such as classroom interactions and school management influencers and determinants, among others, remain constant. The second assumption rested on the premise that the selected sample was representative of the total population. Third, the study assumed the respondents interviewed provided accurate information and, therefore, the conclusions to be made are accurate representations of reality of how the three factors influence performance in the French language.

1.10 Definitions of Operational Terms

Influence: The ability to have an effect on something.

Resource: Teaching and learning items, physical facilities and human resources.

Students Performance Examinations: Educational achievements of students.

Teaching and Learning Resources (TLR): All human and non-human resources used in the teaching and learning process.

Teaching Materials refers to equipment and facilities used in the teaching and learning process like charts, chemicals and equipment.

1.11 Organization of the Study

In this chapter, the background of the study on the teaching, learning and performance of French in KCSE examination has been discussed. The problem statement, purpose of the study and the research questions were developed in this chapter to guide the study. Finally, the importance of the study, the scope of the study and definition of terms is also covered. Chapter 2 presents literature review, while chapter 3 presents the methodology. Chapter 4 presents the results and discussions while Chapter 5 highlights the main findings, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the related literature on the factors that influence students' performance as highlighted by other scholars. The chapter also provides the theory underpinning the study and an empirical review of past related studies.

2.2 Student Performance

The students' performance is the dependent variable in this study and is explained through the interplay of the independent variables such as; teaching styles, teachers' gender and availability of teaching and learning resources. In the 8-4-4 education system, school failure or academic performance remain controversial concepts and several principles have been suggested to address the controversy. This is meant to counter the negative connotation towards assessment of school failure.

According to Bakare (1994), performance refers to the educational achievements of students and is usually measured against a certain standard. Performance is determined by several factors including but not limited to school factors, student factors, teacher factors and home factors. However, the discussions below focus on how teaching styles, teachers' gender and availability of teaching/learning resources can influence students' KCSE performance in French.

2.3 Factors Affecting Performance

This section explores past studies in relation to factors that affect performance in schools. In particular, it assesses what other scholars have studied around teaching styles, teacher' gender and availability of teaching resources.

2.3.1 Influence of Teaching Styles on Students' Performance in KCSE French

Teaching methods refer to a broad set of teaching approaches, practices, techniques, procedures, routines and rules used by teachers in an attempt to facilitate learning. They include lecturing. Discussion method, experimentations, field trips among others (Yala and Wanjohi, 2011). According to Pineent (2012), the presentation of the elements of the curriculum should be done in a specialized way so that learners are made participants in their

learning by using the appropriate teaching methods suitable to the curriculum. While focusing on the performance of Business Education, Odundo (2005) concluded that acquisition of the required skills may be hampered if the learning process is not using the correct teaching method suitable to the students and the content being taught. The teaching method to be used should take into account into learners' preferred styles.

Michael (2015) concluded that teachers of Kiswahili language should use different teaching methods by considering the skill the learner is expected to achieve after teaching. He established that while lecture method is the most commonly used method by many teachers; it does not enable the learners to achieve more since the learners are not given time to ask questions. This means that learners are made to be passive instead of being active participants in the teaching learning process. He recommended various teaching methods a teacher can use in teaching of Kiswahili including demonstration, discussions in small groups, question and answer method, story-telling, and role play among other methods.

Jepketer et al. (2015) posited that the method of teaching to be used by a teacher should be that which is appropriate to the topic and the learners being taught. The type of teaching method to be used will depend on the strategy. In particular, a negative attitude to learning will occur when methods of teaching are not in line with the content being taught hence students will not acquire the intended skills after learning. (Grosser, 2017).

Barnes and Coupland (2012) indicated that teachers are aware of good teaching and learning methods which are liked by many students and are effective. Teaching methods used in teaching of any subject determine a great deal in students' academic achievement. In Kenya, although there has been a continued expansion of schooling at all levels of the 8:4:4 system in Kenya, the quality of teaching has been on downward trend and student's performance at KCSE in all subjects' areas has been generally poor (Odundo, 2005). Kamenju (2017), found that teachers' classroom behaviour depends on the plans teachers make and this tend to inculcate confidence in them, gives security and enhances choice of success.

Generally, the concepts and principles of any language should be realistically taught to determine the structure and content as they relate to the environment without overlooking the developmental age of the learners. The use of the traditional teaching methods like the lecture method will not make the students to achieve more. According to Barry (2016), the kind of learning that occurs in most classrooms is simply a recitation script where students generally

sit silently, follow directions, read assigned texts, fill out work sheets and take tests. Rarely does one observe teaching in which a teacher presents a skill, a strategy or a process to students, shows them how to do it, provides assistance as they make initial attempts to perform the task and assures that they can be successful.

2.3.2 Influence of Gender on Students' Performance in KCSE French

Wright et al. (2017) cited three scenarios describing how knowledge is transferred from teachers to students including preferences, stereotype and the role model explanations. The interaction between teachers and learners is very important for the learner motivation, achievement and attainment. Often, the teachers disseminate sex-role either stereotypes directly and indirectly through what they teach, how they behave and interact with students, as well as their assumptions about the various skills and capacities exhibited by the girls and boys (King and Hill, 2013).

One important factor that this study seeks to outline focuses on the gender differences in academic performance. The three scenarios cited by Wright et al. (2017) play a very important role in the assessment of students' performance (Dee, 2015). The preferences explanation posits that that instructors of a given gender tends to give preferences for students of the same gender and may reward them with higher grades. On the other hand, stereotype explanation maintains that instructors' own stereotypes are likely to influence their evaluations of pupils (Holmlund and Sund, 2014).

Carrington et al. (2015) found that students of the same gender as their teachers posted better results because they view them as role models. In addition, female teachers have been reported to have the ability to point out girls at risk of dropping out of school then offering special support that encourages them to remain in school (King and Hill, 2013). This conclusion is attributed to the fact that cultural norms subject adolescent girls to strict mobility restrictions and only female teachers offer effective role models. As a result, countries have been running role model recruitment to enhance students' performance (Carrington et al., 2015).

There is no empirical evidence to support the presumption that there is a tendency for male teachers to enhance the educational performance of boys and, conversely, for female teachers to enhance the educational performance of girls. But, regarding attitudes, students taught by female teachers tend to exhibit positive attitudes towards learning compared to their peers

taught by male teachers. According to Lee et al. (2015), even though teacher gender has no significant effect on female students' outcomes, of the boys attending coeducational schools, those in single sex classes perform worse than boys in mixed gender classes.

2.3.3 Influence of Teaching Resources on Students' Performance in KCSE French

The importance of school factors and students' performance cannot be overemphasized. Dorman (2008) opined that infrastructures, equipment and other teaching and learning resources form a critical part for any teaching and learning institutions. They set the emotional atmosphere, tone, ambience, or climate that promotes teaching and learning (Nijhuis, 2015; Goddard et al., 2010; Heck, 2015). Kurdzioleck (2011) found that by providing more resources, student learning outcomes are likely to improve. However, resources themselves may not be self-enacting, that is, they do not make change inevitable, and differences in their effects depend on differences in their use (Cohen et al., 2012). Similar conclusions have been shared by Scheerens (2003) and Shiundu and Omulando (2012) who recommended that the administrators of the school must adequately avail the necessary resources to enhance teaching and learning including but not limited to textbooks and well-equipped laboratories.

Adalikwu (2012) examined the influence of instructional materials (teaching aids) on academic performance of students in chemistry Nigeria. The study used quasi experimental design for the study. The hypothesis tested was the influence of instructional materials on student academic performance in Chemistry. It was established that students taught with instructional materials performed significantly better than those taught without instructional materials, and that the use of instructional materials generally improved students understanding of concepts and led to high academic achievements. The study only looked at one variable; instructional material and its influence on students' performance in Chemistry as opposed to the current study that examined resources in totality and its relationship with performance in French subject.

Nambuya (2013) examined the school-based factors influencing students' academic performance at KCSE Teso South with focus on the influence of physical resources on student's performance. The study used descriptive survey design, targeted all secondary schools in the district. The study employed census sampling to sample all the schools, and purposive sampling technique to sample the head teachers and class prefects. The study

revealed that in most schools, in the district, physical resources were not well developed, and this affected the performance of students in the district.

Otieno (2011) observed that unavailability and inadequacy of instructional materials and resources influenced academic performance of students in public secondary schools, where those schools which lacked adequate instructional materials and resources such as text books, exercise books among others performed poorly in national examination; while those with adequate instructional resources performed tremendously well in national examinations. According to Ngware (2018), text books were an important resource in teaching and learning. Mucira (2011) in his study observed that schools with adequate teaching and learning resources performed well in national examination compared to those with inadequate or without teaching and learning resources. As indicated by Kong et al. (2017), the use of technology resources in resource-based instruction promotes student learning in secondary schools.

2.4 Theoretical Framework

The study will be anchored on the Social Learning Theory (Bandura, 1977 as cited in McLeod, 2011). The theory emphasizes learning through observation which can influence the attitude of an individual, improve their performance and inform their future career care choice. According to Ormrod (2014), the social learning theory is guided by the assumptions and principles that students, being humans, are social beings who learn by observing the behavior of others (their teachers) and the outcomes.

However, learning may sometimes occur without change in behavior (Ellis, 2015). In such case, the behavior may occur at a later time or may never occur, and finally, cognitive processes play an important role in learning. Some of these cognitive processes include attention, memory, rehearsal, motivation and expectations of reinforcements or punishment.

This theory is important in education and academic performance in that it easily handles inconsistencies in performance of students, it brings an accurate picture of how performance can be enhanced and offers a way to integrate social and cognitive theories (Edinyang et al., 2015). According to Havighurst (2012), one of the greatest strengths of social learning theory is that it combines several important models of learning for better performance. However, the theory has raised several questions. Social Learning Theorists argue that learning occurs through a modeling of behavior, dependent on environmental factors while cognitivists opine

that behavior is really not a factor of learning (Fernández-Berrocal et al., 2016). They add that while learning occurs regardless of a change of behavior, the environment has an effect on the learning.

This theory is relevant to this study when given the resources required for process of learning including human resources (teachers). During lecturing, discussions, experimentation and field trips, teachers provide live demonstrations of a behavior or skill to typify the notion of modeling. The availability of instructional resources is another aspect of teaching and learning materials for teaching-learning the social learning theory acknowledges. This is relevant with the symbolic model which involves real or fictional characters displaying behaviors in books, white-boards, television and other teaching-leading media. These materials are used to stimulate learning and facilitate attention, retention, reproduction, motivation and ultimately, performance.

The theory has been applied in past studies by Mutebi and Matora (2012) who suggested that the act of teaching-learning is fundamentally defined by passing ideas, skills attitudes from teachers to learners. They concluded that students learn and remember 10% of what they hear, 40% of what they discuss with others and as high as 80% of what they experience directly or practice. In this case the adequate human resources, material resources and a good environment cannot be over emphasized for better performance attributed to effective teaching and learning process. The most critical element of the social learning theory is that for students to learn, they must pay attention, retain what they have learnt; reproduce what they have learnt; and be well motivated.

2.5 Conceptual Framework

Conceptual framework is a schematic diagram of the independent variables and the dependent variables. The independent variables in this research included teaching styles, teacher gender and teaching resources. The dependent variable of the study was the students' performance in KSCE in French.

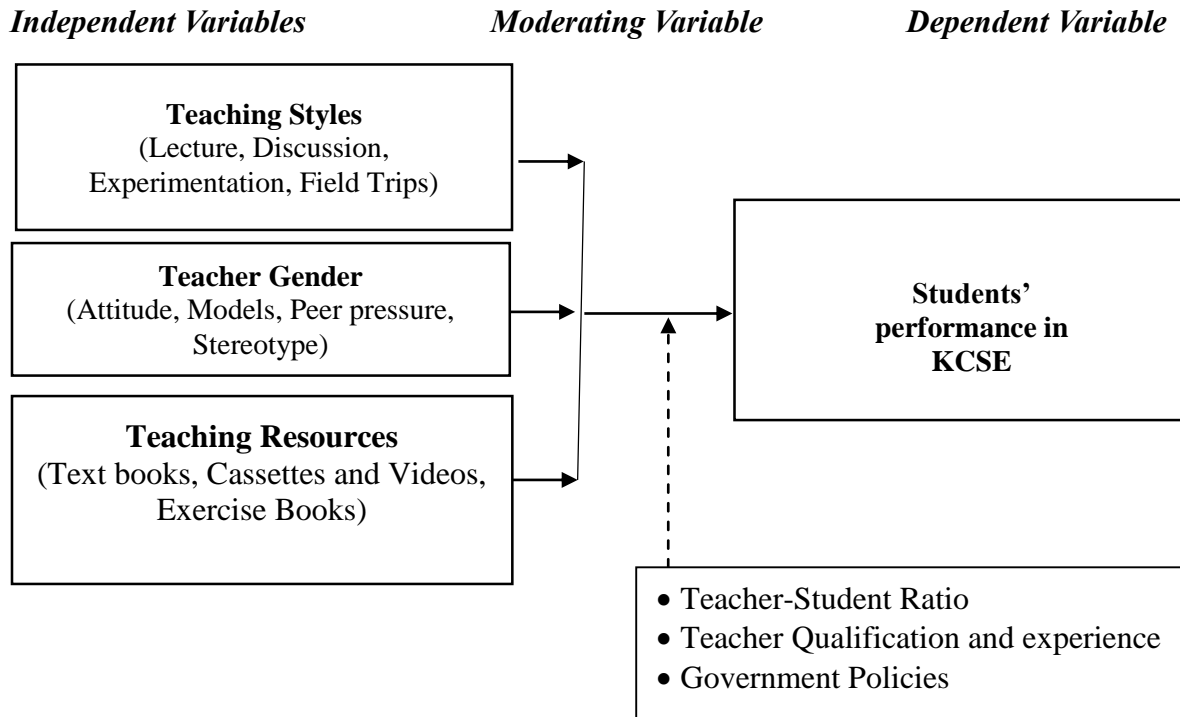


Figure 1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was adopted by the study. It includes the research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the research instruments, data collection procedure and data analysis.

3.2 Research Design

The study used a correlational research design because it enabled the researcher to describe in quantitative terms the degree to which two or more variables are related. It involved the collection of data on two or more variables on the same group of subjects and computing a correlation coefficient. According to Stanovich (2017), this design also provided an accurate and efficient means for describing people's thoughts, opinions and feelings. The researcher therefore described in quantitative terms the degree to which the dependent and independent variables were related.

3.3 Target Population and Sample Size

The target population contains members of a group that a researcher is interested in studying. The target population for this study was all the schools teaching French language, all headteachers of schools teaching French subject, all teachers teaching French subject in Lang'ata Sub-County, Kenya. At the time of the study, there were 46 secondary schools in the sub-county with only 25 teaching French.

The 25 head teachers in the school teaching French were included in the study because they are decision makers and as pedagogical leaders, they get to know what goes on in class and school as teachers report to them. In addition, head teachers are supervisors whose role include deploying staff, allocating time to subjects taught in school, providing teaching and learning materials and creating an atmosphere conducive to effective teaching and learning.

2 teachers from each of the 25 schools were selected because their training and experience is important to student's performance and through them, the researcher sought to establish the teaching and learning materials present and frequently used in teaching-learning process. In addition, they provided feedback on their attitude towards the subject and views on

performance, and the challenges they face in the implementation of the French curriculum as they have firsthand experience through their interactions with the students.

3.4 Sample and Sampling Procedure same

A sample as a given number of members or cases selected from the accessible population while sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Mugenda and Mugenda, 2003). This study targeted all the head teachers of schools in Lang'ata sub county teaching the French subject and all teachers of French in the sub county took part in the study because their number is small. The schools were stratified into 3 strata namely, national, county and sub county. In total, 75 respondents were used for the study.

3.5 Research Instruments

Data collection instruments facilitates the researcher to capture the necessary information pertaining to the topic understudy. For the purpose of this study, a questionnaire comprising of structured questions was used for data collection. The study used one questionnaire for the teachers (Appendix II). The teacher questionnaire was divided into two sections with the first gathering information on the bio data of the respondents while the second section contained questions aimed at gathering information to answer the research questions, which relate to teachers. Both the teachers and headteachers filled the same questionnaire so that information from both implementers and policy makers regarding the stated variables is captured.

3.6 Data Analysis Procedures and Presentation

Quantitative analysis, editing, coding, data entry, cleaning and recoding activities was done by using SPSS (version 23.0). Composite averages were analyzed using descriptive statistics including frequencies, percentages, means and standard deviations. Tables and graphs were used in the presentation of the data.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents a review of the related literature on the factors that influencing students' performance as presented by various researchers, scholars, analysts and authors. The chapter also provides the theory underpinning the study and an empirical review of past related studies.

4.2 Response Rate

The sample population for the head teachers and teachers of French was 75. Out of the 75 questionnaires that were distributed, 63 filled questionnaires were returned. This was 84% questionnaire return rate. Table 4.1 shows a summary of the results on return rate.

Table 4.1: Response Rate

Response Rate	Frequency	Percent
Response	63	84%
Non-response	12	16%
Total	75	100%

This return is deemed good enough and acceptable to made deductions, conclusions and recommendations for the entire population.

4.3 Demographic Characteristics of Respondents

The demographic information of the respondents is considered very crucial not only for subsequent discussions of the findings but also for the authenticity and generalization of the results. This section, therefore, presents respondents' background information considered crucial for discussions in this study such as gender, age, highest level of education and teaching experience.

4.3.1 Gender of the Respondents

The study put into account the gender of the respondents which was considered relevant to this study. The findings are illustrated in table 4.2. Most of the teachers (56%) while the rest (44%) are male.

Table 4.2: Gender of the Respondents

Gender	Frequency	Percent
Male	28	44%
Female	35	56%
Total	63	100%

From the findings, it was clear that majority of the teachers were female which indicates a bias regarding teaching of French. This could be as a result that more females venture into languages as compared to their male counterparts.

4.3.2 Age of the Respondents

The age of the respondents was sought by the researcher. Table 4.3 shows a summary of the results where 51% of the teachers are aged between 31-40 years followed by 32% aged below 30 years. The rest were aged between 41-50 years.

Table 4.3: Age of the Respondents

Age	Frequency	Percent
Below 30	20	32%
Between 31-40	32	51%
Between 41-50	11	17%
Total	63	100%

The results imply that that most teachers had some experience in the teaching of French subject but still within the country's recommended working age of maximum 60 years.

4.3.3 Teachers' Qualification

The academic qualification of teachers is one of the most important factors that determine acquisition of the French language skills and as a result, the students' performance in the language. Thus, the researcher sought to establish the teachers' academic qualifications. The results of the study are as presented in table 4.4. Results revealed that 62% of the respondents were first (undergraduate) degree holders, 21% of the respondents had masters, 10% PGDE and 6% were diploma holders. Only 2% hold PhDs.

Table 4.4: Teachers' Qualification

Teachers' Qualification	Frequency	Percent
Diploma	4	6%
Undergraduate	39	62%
PGDE	6	10%
Masters	13	21%
PhD	1	2%
Total	63	100%

The study noted that this was very important that schools should employ and retain competent and qualified staff because most of their activities require the use of knowledge, skills and abilities.

4.3.4 Teaching Experience of the Respondents

The teaching experience of a teacher enables the teacher to interact more freely with the students across the various teaching and learning styles. Table 4.5 and figure 4.6 show the respondents work experience in their respective schools. From the findings, 56% of the respondents had an experience of 1-5 years teaching, 22% of the respondents had taught for 6-10 years while 16% of the respondents had taught for 11 to 20 years. Only 6% of the respondents had an experience of below 1 year.

Table 4.5: Teaching Experience of the Respondents

Teacher's Experience	Frequency	Percent
Below 1 year	4	6%
Between 1 - 5 years	35	56%
Between 6 - 10 years	14	22%
Between 11-20 years	10	16%
Total	63	100%

4.4 Teaching Styles and Students' Performance in KCSE French

This section focused on the study objective which sought to determine whether teaching styles affect the students' performance in KCSE French. The specific study question that corresponded to this objective was, "How do teaching styles influence students' performance in KCSE French?" Using a 5-point Likert scale where 1-1.499 was "Strongly Disagree", 1.500 - 2.499 "Disagree"; 2.500 - 3.499 "Neutral", 3.500 - 4.499 "Agree" and 4.500 - 5.000 was "Strongly Agree", the respondents indicated their level of agreement to various aspects of styles on the performance of students in KCSE French. Table 4.6 shows a summary of the findings.

From the findings, the respondents strongly agreed with a mean of 4.5625 and standard deviation of 0.81394 that demonstration influences students' performance in KCSE French. They also strongly agreed that discussion in small groups (mean 4.6875 Std Dev.0.47871) and role play (mean 4.6875 Std Dev.0.60208) influence students' performance in French KCSE. Further, the respondents agreed that question and answer method (mean 3.65625 Std Dev.1.20934), storytelling (mean 3.6875 Std Dev.1.07819) and recitation script (mean 4.000 Std Dev.0.96609) influence students' performance in French KCSE.

Table 4.6: Teaching Styles

Teaching Styles	N	Min	Max	Mean	Std. Dev
Demonstration	63	2.00	5.00	4.5625	0.81394
Discussions in small groups	63	4.00	5.00	4.6875	0.47871
Question and answer method	63	1.00	5.00	3.5625	1.20934
Story-telling	63	2.00	5.00	3.6875	1.07819
Role play	63	3.00	5.00	4.6875	0.60208
Recitation script	63	2.00	5.00	4.0000	0.96609

The findings show that teaching styles have a very significant influence on the performance of students in KCSE French. Discussion in small groups, role play and demonstration influence performance most compared to recitation, story-telling and Q&A methods. The findings are consistent with those of Yala and Wanjohi (2011) and Pineent (2012) who cited discussions, presentation and role play as key approaches through which learners are made to actively participate in their learning.

4.5 Teacher’s Gender and Students’ Performance in KCSE French

This part of the study highlights the study objective which sought to determine how teachers’ gender influences the student’s performance in French KCSE. The specific research question that corresponded to this objective was, “To what extent does gender influence students’ performance in KCSE French?” On a 5-point Likert scale where 1-1.499 was “Strongly Disagree”, 1.500 - 2.499 “Disagree”; 2.500 - 3.499 “Neutral”, 3.500 - 4.499 “Agree” and 4.500 - 5.000 was “Strongly Agree”, the respondents indicated their level of agreement to various aspects of teacher’s gender and table 4.7 shows a summary of the findings.

From the findings, the respondents disagreed that Male teachers are concerned more about completing the syllabus in time (mean 2.4375 and std dev.1.09354); and that female teachers are more endeared to by students than their male counterparts (mean 2.2500 and std dev.0.774460). Further, they neither agreed nor disagreed female teachers exhibit a positive attitude towards students (mean 2.8750 and std dev.1.14746); female teachers are more concerned with effectiveness of the teaching itself rather than completing syllabus (mean 2.8125 and std dev.1.10868); male teachers have more time with learners (mean 3.2500 and std dev.1.34164); and that teachers give more support to girls than boys (they believe girls face more challenges than boys do; mean 3.0000 and std dev.1.36626).

Table 4.7: Teacher's Gender

Teacher's Gender	N	Min	Max	Mean	Std. Dev
Female teachers exhibit a positive attitude towards students	63	1.00	5.00	2.8750	1.14746
Teachers give more support to girls than boys (they believe girls face more challenges than boys do).	63	1.00	5.00	3.0000	1.36626
Male teachers are concerned more about completing the syllabus in time	63	1.00	4.00	2.4375	1.09354
Female teachers are more concerned with effectiveness of the teaching itself rather than completing syllabus.	63	1.00	5.00	2.8125	1.10868
Female teachers are more endeared to by students than their male counterparts	63	1.00	4.00	2.2500	0.77460
Male teachers have more time with learners	63	1.00	5.00	3.2500	1.34164

Based on the findings therefore, teachers' gender does not influence the performance of students in French KCSE because all the elements tested scored a mean less than 3.5000. These findings differ from past studies which elucidated elements of teachers' sex-role stereotypes directly and indirectly affecting what they teach (King and Hill, 2013; Dee, 2015; Holmlund and Sund, 2014; Carrington et al., 2015). The findings are consistent with those of Lee et al. (2015) who concluded that no empirical evidence exists supporting the presumption that there is a tendency for male teachers to enhance the educational performance of boys and, conversely, for female teachers to enhance the educational performance of girls.

4.6 Availability of Teaching Resources and Students' Performance in KCSE French

The importance of adequate teaching resources and physical buildings to a successful academic of students' performance cannot be overemphasized. This section focused on the third study objective which sought to determine how the availability of teaching resources influences the performance of students in French KCSE. The specific study question that corresponded to this objective was, "How do teaching and learning resources influence students' performance in KCSE French?" Using a 5-point Likert scale where 1-1.499 was "Strongly Disagree", 1.500 - 2.499 "Disagree"; 2.500 - 3.499 "Neutral", 3.500 - 4.499 "Agree" and 4.500 - 5.000 was "Strongly Agree", the respondents indicated their level of agreement to availability of teaching and learning resources in relation to student performance. The findings are summarized in table 4.8.

The respondents strongly agreed with a mean of 4.8750 and standard deviation of 0.34157 that electronic media to teachers influences students' performance of French KCSE. They

also strongly agreed that French room (mean 4.5625 and std dev.0.96393) and internet (mean 4.6250 and std dev.0.61914) influences students' performance. Further findings showed that textbook books for the French subject (mean 4.4375 and std dev.0.62915); exercise books (mean 4.2500 and std dev.1.06458); French materials in the library (mean 4.2500 and std dev.1.06458); computer lab (mean 4.0000 and std dev.1.26491); curriculum catalogues for French subjects (mean 3.8125 and std dev.1.04682); and charts for demonstrations (mean 4.4375 and std dev.0.89209) influences the performance by students in French KCSE.

Table 4.8: Availability of Teaching Resources

Availability of Teaching Resources	N	Min	Max	Mean	Std. Dev
Textbook books for the French subject	63	3.00	5.00	4.4375	0.62915
French room	63	2.00	5.00	4.5625	0.96393
Exercise books	63	2.00	5.00	4.2500	1.06458
French materials in the library	63	2.00	5.00	4.2500	1.18322
Internet	63	3.00	5.00	4.6250	0.61914
Computer lab	63	2.00	5.00	4.0000	1.26491
Curriculum catalogues for French subjects	63	2.00	5.00	3.8125	1.04682
Charts for demonstrations	63	2.00	5.00	4.4375	0.89209
Electronic media to teachers	63	4.00	5.00	4.8750	0.34157

Based on the findings therefore, availability of resources influences the students' performance in the sampled schools. The results are consistent with those of Kurdzioleck (2011) who concluded that by providing more resources, student learning outcomes are likely to improve. The same conclusions were also made by Scheerens (2003); that the availability of teaching and learning resources enhances the effectiveness of schools as they are basic things that can bring about good academic performance. Other studies have also shown that students from schools whose physical resources are not well-developed post poor results in examinations (Nambuya, 2013).

4.7 Correlation Analysis

A correlation is a number between -1 and +1 that measures the degree of association between two variables. A positive value for the correlation implies a positive. A negative value for the correlation implies a negative or inverse association.

The correlation analysis depicts a positive relationship between teaching styles and students' performance in French KCSE, where the correlation coefficients was 0.471 and a p-value of 0.000. The study also found that the availability of teaching and learning resources and students' performance correlate positively with correlation coefficients of 0.309 and p-value

of 0.002. However, the study established that there is a negative relationship between teacher' gender and student performance in French KCSE with a correlation coefficient of -0.248 and p-value of 0.031.

Table 4.9: Correlation Coefficients

		Student's French KCSE Performance	Teaching Styles	Teachers' Gender	Availability of teaching and learning resources
Student's French KCSE Performance	Pearson Correlation	1			
	Sig. (2-tailed)				
Teaching Styles	Pearson Correlation	0.471	1		
	Sig. (2-tailed)	0.000			
Teachers' Gender	Pearson Correlation	-0.248	-0.038	1	
	Sig. (2-tailed)	0.031	0.803		
Availability of teaching and learning resources	Pearson Correlation	0.309	0.120	0.364	1
	Sig. (2-tailed)	0.002	0.428	0.013	

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the research findings as well as conclusions and recommendations.

5.2 Summary of Findings and Conclusions

This study sought to find out the factors influencing performance of candidates in KCSE French in Lang'ata sub-county. After giving a background to the study research questions and corresponding research objectives were developed. Relevant literature was reviewed and a research methodology developed. Questionnaires were developed and administered to respondents, analysis was carried out and results presented in form of diagrams such as frequency and percentage tables, bar graphs and pie charts.

5.2.1 Teaching Styles and Students' Performance in KCSE French

This study found out that teaching styles influence the performance of students in the French language. The leading styles included discussion in small groups, role play and demonstration. The influence of recitation of script, story-telling and question and answer method are less significant.

5.2.2 Teacher's Gender and Students' Performance in KCSE French

The study found that teachers' gender does not influence the performance of students in French KSCE with all the gender elements that were studied. The presumption that teachers' sex-role stereotypes directly and indirectly influences students' performance does not necessarily apply.

5.2.3 Availability of Teaching Resources and Students' Performance in KCSE French

Based on the findings therefore, availability of resources influences the students' performance in the sampled schools. Electronic media to teachers influences students' performance of French KCSE to a very great extent. French rooms, internet, textbook books for the French subject, exercise books were found to significantly influence students' performance. In addition, French materials in the library, computer lab, curriculum catalogues for French

subjects and charts for demonstrations do influence the performance by students in French KCSE.

5.3 Discussions

Teaching styles play a very significant part in the teaching and learning process and consequently influence student performance. In this study, discussion in small groups, role play and demonstration came out as the most significant teaching styles that influence performance most, compared to recitation, story-telling and question and answer methods. The correlation analysis depicted a positive relationship between teaching styles and students' performance in French KCSE, where the correlation coefficients was 0.471 and a p-value of 0.000. These findings are also supported by the conclusions of Yala and Wanjohi (2011) and Pineent (2012); that discussions, presentation and role play as key approaches through which learners are made to actively participate in their learning.

The performance of students in French KCSE is not influenced by the teacher's gender as per the study findings. None of the gender related elements assessed recorded a mean of 3.5000 and there's is a negative relationship between teacher' gender and student performance in French KCSE with a correlation coefficient of -0.248 and p-value of 0.031. Contrary to these findings, some past studies have shown a positive and significant relationship between teacher's gender and student's performance. King and Hill (2013), Dee (2015), Holmlund and Sund (2014) and Carrington et al. (2015) concluded that teachers' sex-role stereotypes directly and indirectly affect what they teach.

The importance of teaching and learning resources cannot be over emphasized. The study findings show that the availability of resources influences the students' performance in the sampled schools. The availability of teaching and learning resources and students' performance was found to be positively correlated with correlation coefficients of 0.309 and p-value of 0.002. Kurdzioleck (2011) and Scheerens (2003) also found that provision of adequate teaching and learning resources improves student performance. Poor examination results have been posted by students from schools whose physical resources are not well-developed (Nambuya, 2013).

5.4 Conclusions from the Study

Based on the findings of the study the following conclusions were made:

- i) Some teaching styles like discussion in small groups, role play and demonstration influence students' performance in French KCSE more significantly than others (recitation of script, story-telling and question and answer method).
- ii) Teacher's gender does not influence the performance of students in KCSE French. It's therefor an insignificant fact when it comes to the teaching and learning process.
- iii) The availability of teaching resources influences students' performance in French KCSE very significantly. In particular, the use of electronic media by the French teachers influences students' performance of French KCSE to a very great extent. In addition, French rooms, internet, textbook books for the French subject, exercise books significantly influence students' performance.

5.5 Recommendations

The following were the recommendations of the study:

- i) All teachers of the French language in secondary school should maximumly utilize the teaching methods which entail activities and promote discoveries among the students including discussion in small groups, role play and demonstration and many more.
- ii) To enrich the adopted teaching styles, schools should ensure adequate availability of varying teaching and learning resources like charts, audio-visual materials, real objects and others. This will make the students to be engaged in the classrooms and be interested in the lessons all the time. As a result, better performance will be realized in French
- iii) Regarding teaching and learning resources, the schools and other related authorities should promote, embrace and provide new technologies, stock the library with French materials, put up internet-enabled French rooms to promote teaching and learning. This will enhance students' performance significantly.

5.6 Suggestions for Further Research

The study was based on factors influencing students' performance in French KCSE among secondary schools in Langata sub-county of Nairobi City County. The researcher suggests the following for further research;

- i) A similar study be carried out in different locations of different ecological zones to establish the determinants of academic performance for comparison purposes.
- ii) Further studies involving teachers' gender should also be carried out to reduce the chances of being subjective on the findings.
- iii) Another study may be carried out in order to establish other determinants of effectiveness of teaching methods on students' performance in the French language.

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Appendix I: Introduction Letter

University of Nairobi,
P. O. Box 30197-01000,
Nairobi – Kenya

The Respondent,

Re: Request for Research Data

I am a Postgraduate student pursuing a Postgraduate Diploma in Education (PGDE) at the University of Nairobi. My research project topic is “Factors Influencing Students’ Performance in KCSE French: A Case of Secondary Schools in Langata Sub-County, Nairobi County, Kenya”.

You have been selected to form part of those to provide the necessary data needed for this study. You are therefore kindly requested to assist by granting an opportunity for the filling in of the attached questionnaire at your convenience when contacted for an appointment.

The information you provide will be treated in strict confidence and is purely for academic purpose. In no way will your name appear in the final research report. Your assistance and cooperation will be highly appreciated.

Maloba N. Edna

Appendix II: Questionnaire

FACTORS INFLUENCING STUDENTS' PERFORMANCE IN KCSE FRENCH: A CASE OF SECONDARY SCHOOLS IN LANGATA SUB-COUNTY, NAIROBI COUNTY, KENYA

Dear Sir/Madam

You are invited to participate in the above-mentioned research project. The survey should only take 10 – 15 minutes to complete. To ensure confidentiality of all responses, you are not obliged to provide your name. The information you give in response to this survey will be purely used for academic purpose.

Section A: Background Information

1. Gender of the respondents
 - a) Female []
 - b) Male []
2. Age of the respondent
 - a) Below 30 years []
 - b) 31 – 40 years []
 - c) 41 – 50 years []
 - d) 51 – 60 years []
 - e) Over 60 years []
3. Highest Educational Qualification
 - a) Diploma []
 - b) Undergraduate. []
 - c) PGDE []
 - d) Master's degree []
 - e) PhD []
 - f) Others (Specify) []
4. Time spent in the school
 - a) Between 1 – 5 years []
 - b) Between 6 - 10 years []
 - c) Between 11 – 20 years []
 - d) More than 20 years []

Section B: Factors influencing Student Performance in French Subject.

5. On a scale of 1 – 5 where; 1 = Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, indicate the extent to which the following factors affect student performance in the French subject.

Factor Affecting Performance	1	2	3	4	5
Teaching Styles					
Demonstration					
Discussions in small groups					
Question and answer method					
Story-telling					
Role play					
Recitation script					

Teacher's Gender					
Female teachers exhibit a positive attitude towards students					
Teachers give more support to girls than boys (they believe girls face more challenges than boys do).					
Male teachers are concerned more about completing the syllabus in time					
Female teachers are more concerned with effectiveness of the teaching itself rather than completing syllabus.					
Female teachers are more endeared to by students than their male counterparts					
Male teachers have more time with learners (extra hours)					
Availability of Teaching Resources					
Textbook books for the French subject					
French room					
Exercise books					
French materials in the library (story books, dictionaries, magazines)					
Internet					
Computer lab					
Curriculum catalogues for French subjects					
Charts for demonstrations					
Electronic media to teachers					